

Public School Districts

Twin Falls District #411

Twin Falls County
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Phone: (208) 733-6900 Fax: (208) 733-6987
Dr. Terrell L. Donicht, Superintendent

District Characteristics 1996-97

Fall Enrollment 1996-97	7,242	Special Education:	
Average Daily Attendance	6,773	Special Education Students	665
State Ranking per ADA	8	Gifted and Talented Students	205
Number of Schools (sites):		Number of LEP Students	300
Elementary	8	National School Lunch Program:	
Secondary	5	% Average Daily Participation	64%
Number of Schools:		% Free and Reduced Meals	28%
Accredited	10	Average Lunch Price - Elementary	\$1.10
Accredited with Comment	0	Average Lunch Price - Secondary	\$1.45
Advised & Advised with Comment	0	Pupil Transportation Program:	
Warned	0	Average Daily Ridership 1995-96	1,771
High School Graduates:		Contracted Operation	
High School Diplomas-Regular	456		
Other Completions*	18		

* Includes Certificates of Completion, State Diplomas and High School Equivalencies (age 19 & under)

Superintendent's Highlights

The 1996-97 school year reflected a school district that was focused upon continuous improvement for a student-body of increasing size and expanding needs. As the district continues to grow, teachers, staff and administrators worked together to provide them with many enhanced learning opportunities. Community input was gathered to determine whether the district's movement toward the goals established in an earlier strategic plan was in line with expectations of patrons, while staff members focused upon improvement the indices to student achievement. Programmatic, facility, technology, staff and student needs were addressed successfully, in spite of the fact that the resources available to the Twin Falls School District were far below the levels available to most districts in the state and nation.

Progress Towards Meeting District Goals

1996-97 Goals

Progress

Develop a curriculum that contains standards, benchmarks, and objectives in all major discipline areas.

The math and science curriculums now contain standards, benchmarks, and objectives that have been adopted by teachers throughout the district. The language arts curriculum is currently under development.

Create an assessment system that is aligned with the curriculum and that will provide feedback for instruction

The district has piloted criterion referenced math and science assessment that are aligned with the curriculum, and has validated the instruments.

Create a technology system that includes local area networks in each building and a wide area network between buildings. Include computer labs in each building and from 1-5 networked computers in each classroom

The district has created local area networks within each building in the district to the extent that each classroom has the capability for five computers to be networked into the LAN. Each building has been connected to a WAN via fiber optic cabling. Two-way communication exists between every classroom and office within the district. There are computer labs within all buildings, and a sufficient number of computers in all buildings to allow 1-2 per classroom. Every building in the district is being upgraded electrically to accommodate the new technology.

Create a staff development program that will inform certified and classified staff in the use of technology.

A staff development program emphasizing the use of the new technology has been implemented to the extent that over 100 sections of instruction were offered to nearly 1000 staff members.

Implement a staff development program that will provide ongoing instruction to teachers in methods that will enhance instructional effectiveness

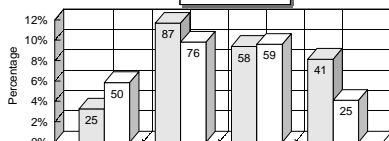
District teachers received instruction in cooperative learning, learning styles, control theory, mastery learning, assessment, curriculum compacting and inclusion during four days of staff development scheduled throughout the year.

Student Profiles

Ethnicity

Race	Male	Female	Total
White	43.71%	43.23%	86.94%
Black	0.41%	0.19%	0.60%
Hispanic	5.97%	4.64%	10.61%
Nat. Amer.	0.13%	0.09%	0.22%
Asian	0.80%	0.83%	1.63%
Total	51.02%	48.98%	100.00%

Dropouts



Year	Grd. 9	Grd. 10	Grd. 11	Grd. 12
95-96	3.25%	11.66%	9.39%	8.13%
96-97	5.84%	9.82%	9.59%	4.10%

Numbers in graph represent actual dropout counts per grade

Financial Information 1996-97

	M & O Fund	%	All Funds	%
Revenues:				
Local Taxes	\$3,801,984	14.81%	\$5,595,901	17.72%
Other Sources	596,278	2.32%	1,433,804	4.54%
State	21,207,408	82.59%	22,089,050	69.93%
Federal	70,992	0.28%	2,467,008	7.81%
Total	\$25,676,662	100.00%	\$31,585,763	100.00%

Supplemental Information:

Property Tax Replacement	\$1,157,550
Lottery Revenues	\$289,887
Technology Grant	\$254,691

	Total	%	ADA	Rank
Expenditures:				
M & O Instruction	\$15,611,738	62.65%		
M & O Support Programs	8,989,345	36.08%		
M & O Other	315,799	1.27%		
Total M & O	\$24,916,882	100.00%	\$3,679	108
Total ALL Funds	\$32,653,361	100.00%	\$4,821	99

Tax Levies at 9-1-96

	Total	Per ADA	Rank
Property Market Values	\$1,190,348,442	\$175,760	66
Total M & O Levy	0.003004708		78
Total School Levy	0.004511760		80

Staff Data 1996-97

District Personnel:	FTE	ADA to FTE	Teachers Salaries:	Rank
Elementary Teachers	214.64	17	Beginning Salary on Schedule	\$20,000
Secondary Teachers	147.34	21	Highest Salary on Schedule	\$37,840
Administrators	25.26	268	Average Elementary Teacher's Salary	\$30,581 43
Other Certified Staff	28.95	234	Average Secondary Teacher's Salary	\$30,997 37
Total Certified Staff	416.19	16	Superintendent's Salary	\$75,942 16
Total Non-Certified Staff	182.89	37		

Note: Rank represents how this district compares to the other 111 public school districts in the State of Idaho; high to low (1 being the highest).
 "Totals" may not sum due to rounding.

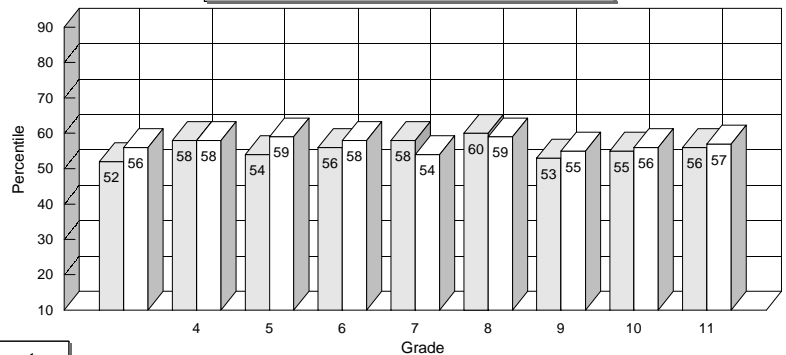


Testing Information 1996-97

Grades 3 through 8 participate in ITBS and grades 9 through 11 participate in TAP standardized testing of basic skills. This graph indicates where students in each Idaho district place in relation to students nationally (the national average percentile is 50).

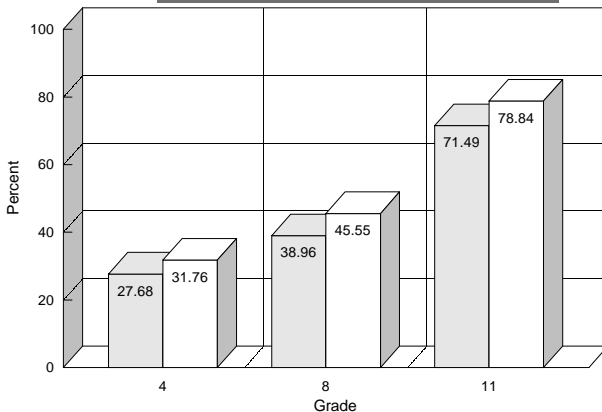
Standard Testing Results

ITBS and TAP



Direct Writing Assessment

percent proficient at grade level



The direct writing assessment provides another indication of what our students know and are able to do in this basic skill area.